

Appendix C

SEN Information Report for St Luke's Science and Sports College

October 2015

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum. St Lukes Science and Sports College regards students as having a Special Educational Need if they:

- a) Have a **significantly greater difficulty** in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Sharing information with families and drawing on professional guidance as necessary, we work to identify and support barriers SEN in the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

SEN at St Lukes Science and Sports College

St Lukes Science and Sports College is a mainstream school.

There are a total of **108 students** on the SEN register.

There are **79 students identified** as needing Special Educational Provision and **29** have a statement of educational need. (Please note that statements are changing to EHCPs and DAF My Plans.

Please follow this link for more information: <https://new.devon.gov.uk/send>)

The most common categories of SEN at St Lukes Science and Sports College are *specific learning difficulties (often related to literacy), Social Emotional Mental Health Difficulties and Autistic Spectrum Condition.*

In response to an increase in students with a *specific learning difficulty need rooted in literacy*, we have trained members of our SEN Dept. to deliver specific programmes including the **Precision Teaching Programme** and **GROW@KS3**.

At St Lukes Science and Sports College we have seen an increase in students experiencing *social, emotional, mental health need* and provision for supporting this area of need is outlined in the Provision Maps which appear as our Appendices to the SEN Policy. To further support this area of increasing need **we have recruited an In- School Mentor qualified to work with students with SEMH need** and to help them to develop strategies to enable them to access all their lessons. Our specialist In-School Mentor will work with their teachers, parents and carers and outside agencies.

We will track these bespoke interventions to ensure impact that can be evidenced in the classroom and that our students are using the interventions to make progress across the curriculum.

More details of how we identify need and provide support can be found in our SEND policy and in our Provision Maps that form part of the Appendices. If you would like to discuss this with a member of the SEN please email our SENCo Mrs Hepworth-Wain mrs.h-wain@st-lukes.devon.sch.uk

As outlined in our SEND Policy, the SENCo has day-to-day oversight of SEND provision at St Lukes Science and Sports College. The SENCo for St Lukes Science and Sports College is Clare Hepworth-Wain (mrs.h-wain@st-lukes.devon.sch.uk). The Assistant SENCo is Mrs Morris (mrs.morris@st-lukes.devon.sch.uk). The SEN Governor with specific responsibility for SEN at St Lukes Science and Sports College is Theresa Stewart.

Our SENCo is responsible for making SEN provision for students, liaising with them and their families, and with external agencies to ensure SEN support is in place. Our SENCo also has overall responsibility for the deployment of the SEN Team.

Meeting with parents and carers

Consultations begin when parents first express an interest in the school e.g. on Open Evenings and Open Days, at Meet the Tutor and Parents Evenings as well as through consultations and feedback given specifically regarding SEN such as meetings held as part of DAFs, My Plan reviews, or EHC Plan/Statement reviews, Child in Need or Child in Care meetings, or as part of consultations with external agencies or providers.

St Lukes Science and Sports College is committed to working in partnership with families and **our SENCo, Mrs Hepworth-Wain has written to all parents / carers of students on the SEND Register to offer them three appointments, to discuss their child's SEN, during the academic year.** One of these will be ***a specific SENCo appointment during Parents Evening.*** One will be ***a specific in-school appointment to further discuss progress and to review support*** and ***one will be a specific telephone call.*** Furthermore our SENCo and Assistant SENCo can be contacted by email at any time during the school term, or an appointment can be made for a face-to-face meeting.

Additional meetings with the SENCo, or other members of staff, can also be made throughout the year, and the school will make its best endeavours to honour these. We firmly believe in a child-centred approach, that parents have the best knowledge of their child, and that good communication is at the heart of good provision.

Wherever possible, students are informed and included in all communication and students are given support to allow their input to be most effective such as a pre-meeting to collect their views outside the potentially more pressured environment of a more formal meeting.

Students and their parents are informed of the availability of the Parent Partnership to offer them

impartial advice and support, and where students or their parents request that friends of additional family members attend meetings to support them, this is accommodated.

Formal feedback is recorded on DAFs, Annual Reviews of EHC Plans/Statements, and PEPs without exception. Parents are more generally consulted about the school, including aspects of its support of SEN and equality via Parent Feedback forms at all Parents Evenings and via Parents for St Lukes. Students can make regular contributions via Student Voice.

Quality First Teaching

In line with the new SEN Code of Practice, St Lukes Science and Sports College view all teachers as teachers of Special Needs and we firmly believe that the best provision we can make is in **quality first classroom teaching.**

In order to ensure that we are making our best efforts to support students and to identify their needs accurately, we regularly track student academic data, using data collected for the regular reports issued to home. **Teachers are informed of students' SEN needs through a regularly updated SEN Register, Pen Portraits and through regular meetings which take place as part of our graduated approach.**

Staff are expected to act on this information and differentiate appropriately. In-class provision for students with SEN is part of the data collected as part of learning walks and lesson observations which are undertaken regularly for all staff in the school and which forms part of their Performance Management. Students' book work is monitored through work scrutiny undertaken as part of the school's Marking Policy. **These processes help to ensure that quality first teaching is present in every class throughout the school.**

It is generally assumed that all students will progress at a minimum of 3 National Curriculum levels from Key Stage 2 to 4 as this is the national expectation. However, this may be tempered for some students with SEN, in discussion with their parents and often with input from other agencies, where this is an unrealistic expectation. St Lukes Science and Sports College will work with students with SEN to ensure they achieve their personal best and we have the expectation that our students can achieve the national average for students with SEN and often exceed it.

SEN issues identified at a whole school level can inform part of the School Development Plan. Our current College Development Plan has *closing the Achievement Gap for disadvantaged students* as one of its three main objectives.

Training and qualifications

St Lukes Science and Sports College also receives regular advice and training around SEND. **Our SENCo, Clare Hepworth-Wain has acquired the National Award for SEN Co-ordination.**

Our Assistant SENCO is a THRIVE Practitioner, and training is regularly given to teaching staff and TAs around the new SEN Code of Practice and quality first teaching in the classroom.

Some members of the TA team have received additional training in literacy programmes such as Sounds-Write, Precision Teaching and GROW@KS3

We receive outreach Dyslexia Support and **our SEN Specialist teacher attends Dyslexia Network meetings, and has additional training in Exam Access Arrangements.**

As a department, we receive guidance from the Local Authority and we buy in additional support and guidance from an Educational Psychologist.

Advice and training is frequently sought from other professionals such as CAMHS and Educational Psychologists and we implement this into our best practice.

We have a two part-time SEN teachers and one full time specialist HLTA who lead interventions to support students with literacy. **One of our specialist SEN teachers Mrs Pearson, also has responsibility for dyslexia screening and other types of literacy testing and assessment.** She oversees testing for exam access arrangements and runs the SEN Homework Club.

The SENCo trains Governors annually, reports to them termly and meets weekly with the Head teacher to discuss SEN provision at St Lukes. In addition the SENCo completes an annual audit of SEN at St Lukes, for Devon Local Authority.

The SENCo also trains the whole school staff regularly during INSET and **areas identified for additional training this year for the whole staff have included using the provision maps to differentiate effectively, evidencing where students will need support with Exam Access Arrangements and working with parents effectively.**

SEN support using whole college systems

St Lukes Science and Sports College monitors the impact of its provision as outlined in the SEN and Disabilities' Policy. Progress can also be tracked through teacher, parent and student feedback and through tracking academic, behaviour, and attendance data.

Behaviour and attendance data is also tracked and monitored, and interventions agreed as necessary via our Behaviour and Intervention Group meetings. The SENCo, the Senior Designated Safeguarding Officer, the Deputy Head with oversight of Behaviour, the Brunel Centre Manager, the Attendance Officer and the Behaviour Manager attend these meetings.

Outcomes from these meeting could include attendance meetings with parents, agreement to initial a DAF (Devon Assessment Framework), referral to another agency such as the School Nursing service, Educational Psychologist, CAMHS, or to the Multiagency Safeguarding Hub (MASH).

With the rare exception of some MASH referrals, where there is a serious safeguarding concern, referrals to other agencies are not made without parental consent.

St Lukes Science and Sports College is also part of a cross-city group which monitors and

intervenes with students who are at risk of permanent exclusion, and which meets under the guidance of the Local Authority Inclusion Officer. Outcomes from this group might typically include agreements regarding interventions to be put into place, referrals to other agencies (with parental consent) or Managed Moves to other schools in the city. This group meets fortnightly.

St Lukes Science and Sports College pays close attention to advice received from previous schools regarding current students and in particular to supporting students at transition points. For details on the processes and support offered around transition, ***please see our SEN and Disabilities Policy and the Appendix relating to transition.***

Reasonable adjustment

St Lukes Science and Sports College makes all reasonable adjustments to meet the range of SEND that some of its students are experiencing. It is the expectation that all students will be able to participate in extra-curricular activities and trips and arrangements are made with carers/parents and with medical professionals to accommodate medical and SEN needs so that this can occur.

Students with or without SEN or disabilities are members of Student Voice, and regularly take part in the school production, choir, sporting activities and curriculum enrichment week activities. Nor does a SEN or a disability exclude anyone from participating in any school trip for which they are eligible, or undertaking work experience. At the time of writing, all of our ex-Year 11s have successfully transferred into employment, education or training.

We also support students' medical needs as outlined in our Medicines Policy.

We more generally support our students' well-being through a range of measures such as the teaching of PSHE, safeguarding and anti-bullying awareness and training for students, student Peer Mentor systems, Prefects, Student Voice, and the use of vertical Tutor Groups.

Tutors, Heads of House, the safeguarding team and the Pastoral Co-ordinator all play an important role in monitoring and supporting student well-being. Monitoring also takes place through the use of DAFs, Bullying and Racist Incident paperwork (completed when any incident of either is reported) and regular Inclusion Team meetings. All staff receive annual Safeguarding training.

St Lukes Science and Sports College is a modern, purpose-built building and as such is accessible by wheelchair and has toilet and changing room facilities for the disabled. It has several parking bays for the disabled, at the front of the school. The reception and hall areas also have hearing loops. Classrooms have projectors which allow for a range of font sizes and colours. Additional access to IT is also offered to some students. Further details can be found in the school's Accessibility Plan. Where necessary, advice is sought from Specialists such as the Hearing Impairment Team, IT Team, Communications and Interactions Team, Speech and Language Therapy or from medical advisors in order to remove barriers to access.

The Brunel Centre

Supporting people to manage physical impairments

The Brunel Centre believes students are disabled by two things: the environment and other people's attitudes. By changing these areas we aim to empower students to be able to reach their potential within an inclusive mainstream school.

Learning support is provided by a team of Specialist Teaching Assistants, headed by Katie Sanders, while intimate care is available from qualified Health Care Assistants (HCAs), and led by Rebecca Johnston. The Centre is co-ordinated by Clare Hepworth-Wain, SENCo

Close links with a range of multi-agency staff means that The Brunel Centre can ensure an holistic environment where the needs of the individual are paramount. The Brunel Centre has a fully equipped physiotherapy room with therapy programmes delivered by the HCAs under the supervision of a qualified physiotherapist from Vbranch House.

Get in touch

Our Complaints Policy makes it clear how parents can raise complaints about the school. However, we very much hope that we can address concerns before they reach this stage.

A child's tutor will generally be the first point of contact; alternatively, the SENCo can be contacted by email (mrs.h-wain@st-lukes.devon.sch.uk) where specific SEN or Inclusion issues are relevant.

Parents of students with SEN can access the Local Authority's Local Offer via www.devon.gov.uk/send.

They can also access impartial, independent and free advice and support via Devon Parent Partnership www.devonparentpartnership.org.uk

